



1960

## State Teachers College at Bridgewater. 1960-62. [Catalog]

Bridgewater State Teachers College

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### Recommended Citation

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The Commonwealth of Massachusetts

# STATE TEACHERS COLLEGE

AT

BRIDGEWATER, MASSACHUSETTS



1960 - 1962









THE COMMONWEALTH OF MASSACHUSETTS  
DEPARTMENT OF EDUCATION

**STATE TEACHERS COLLEGE**  
**at**  
**BRIDGEWATER**

Founded in 1840



ACCREDITED BY  
National Council for Accreditation of Teacher Education

MEMBER OF  
New England Association of Colleges and Secondary Schools

# THE COMMONWEALTH OF MASSACHUSETTS

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To Be Announced . . . . .	Grade Four

# HISTORY

The story of Horace Mann is familiar to all in Massachusetts. He, more than any other one individual, was responsible for the ideal of "a trained teacher for every child." With the help of many who joined him, he succeeded in persuading the General Court to try the experiment of Normal Schools for the training of teachers.

Of the three schools thus opened, Bridgewater was one, and it has continued ever since, with no loss of time, in the place where it began its work. Normal School, Teachers College, Bridgewater, has had an uninterrupted tradition. Throughout its more than one hundred years of service to the children and youth of the Commonwealth, Bridgewater ideals, "the Bridgewater spirit," have had a very real existence and influence in the field of education.

In 1932, by act of the General Court, Bridgewater, together with the other State Normal Schools, became a State Teachers College. The change, which brought the teacher training institutions of Massachusetts into line with other similar institutions, gave them the needed prestige and the privilege of granting the degree now considered essential to graduates.

The State Teachers College at Bridgewater is modern in building and equipment. On its campus are Boyden Hall which contains classrooms, laboratories, locker and rest rooms for commuting students, the Horace Mann Auditorium, and administration offices; the new college library well suited to meeting the needs of a growing student body and an inclusive faculty; Tillinghast Hall, with dining hall, large and small reception rooms, kitchen, and dormitory rooms for women students and employees; Woodward Hall, the larger of the dormitories, with reception rooms, kitchenette, and recreation rooms; the newly constructed College Gymnasium and Swimming Pool, built to house all our Physical Education activities; Burnell School, an elementary school under state control, where members of the junior class spend their first period of practice, working under critic teachers; Gates House, the President's residence; and the heating and lighting plant. Playing fields, a large garden and a greenhouse add to the usefulness and attractiveness of the grounds. On lower campus stand the new gymnasium and swimming pool, completely modern and functional, to serve well the members of the student body and to help promote the development of the whole man — "mens sana in corpore sano."

Bridgewater is so near Boston that students share the cultural advantages of that city. Every year large groups visit the Flower Show, the Arboretum, the museums, operas, theatres, and symphony concerts, while smaller groups make various excursions to other points of interest in many places.

The number of students admitted to the college is limited. Conditions of admission are designed to select, as far as possible, students who sincerely desire to live up to the college motto, "Not to be ministered unto, but to minister." The following quotation from the Bridgewater catalogue of 1844 still remains true:

"This institution . . . claims . . . to afford aid and encouragement to those faithfully striving to learn their duty. Such, only, are wanted at this School. It should be distinctly understood that this School has no power to make good teachers of the dull or idle. . . . A teacher must educate himself. This institution will assist him."

The "Bridgewater spirit" has been a reality for more than a hundred and eighteen years. It is a great heritage still carrying inspiration to Bridgewater students.

# THE BRIDGEWATER PURPOSE

The Bridgewater of today might amaze Mann, Tillinghast and Conant who wrought in a generation that built its schools of spirit and zeal, with just a few boards and a little plaster added for good measure. They would find no change, however, in the essence of the Bridgewater purpose and the Bridgewater meaning. Our task is not the creation of great halls and buildings, necessary though they be, but rather is it to fan into an all-consuming flame the spark hit off from the genius and wisdom of our founding fathers.

Naturally we are far more interested in the young men and women who come to us seeking teacher education than we are in the physical properties of the College. Buildings, equipment and conveniences serve only as they help us to achieve our objective — the development of the whole man for the noble profession of teaching.

With Van Dyke we think that education should create men who can see clearly, image vividly, think steadily and will nobly. Thus our students are taught in class and on campus the values that constitute the good man, the good citizen, the good teacher, the teacher who enters his profession with a deeply serious sense of dedication and a full, rich appreciation of the good and the true.

The Bridgewater ideal permeates all curricula: the cultural studies and the professional courses, the spirit breathed into its simple beginning by men who encouraged learning not as an end but as a means, the spirit that makes for unselfish service, ministering to others.

The faculty tries diligently to discharge its duties as a shaper of the teaching mind and heart, as a molder of the teaching attitude. In the years since Mann's day nearly ten thousand alumni have carried Alma Mater's good word to the corners of the earth, adhering loyally to the Bridgewater way and the Bridgewater spirit.

In these words of the late Calvin Coolidge the reader will find a distillation of the objectives and goals which our founders and their successors have made part of the college fabric:

"The defenses of the Commonwealth are not material but spiritual. Her fortifications, her castles are her institutions of learning. Those who are admitted to our schools tread the ramparts of our state. The classic halls are the armories from which are furnished forth the knights in armor to defend and support our liberty. For such high purpose have our schools been called into being. A firm foundation of the Commonwealth. A defender of righteousness. Let their towers continue to rise, showing forth the way, the truth, and the light."



# STUDENT ACTIVITIES

**General Statement**—A varied program of activities is carried on at the college with a four-fold purpose: recreation, social enjoyment, cultural opportunities, and training in leadership. So many clubs and groups are meeting that every student should be able to find one from which he may derive pleasure and profit. Besides, he will find his experiences valuable when he assumes responsibility as a teacher in the activities program of his school.

Alpha — Yearbook  
Association for Childhood Education  
Audio-Visual Education Club  
Bradford Fellowship  
Campus Comment  
Canterbury Club  
Christian Fellowship  
Dormitory Council  
Dramatic Club  
French Club  
Garden Club  
Glee Club  
Herodotus Club  
Kappa Delta Pi, An Honor Society in Education  
Menorah Club  
Men's Athletic Association  
Men's Club  
Modern Dance Club  
Newman Club  
Organ Club  
P. E. M. Club  
Red Cross Club  
The Student Cooperative Association  
Upper Elementary Club  
Wesley Club  
Women's Day Student Organization  
Women's Recreation Association



# REQUIREMENTS FOR ADMISSION EFFECTIVE

SEPTEMBER 1, 1959

The following new admission policy shall become effective for all students to be admitted to the State Teachers College at Bridgewater after September 1, 1959:

## **I. General Qualifications.**

Every candidate for admission as a regular student must meet the following requirements:

### **1. Health.**

The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

### **2. High School Graduation.**

Candidate must have a high school diploma or equivalent preparation.

### **3. Completion of Sixteen Units of High School Work.**

The "HIGH SCHOOL RECORD" must show the completion of sixteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

### **4. Personal Interview.**

A satisfactory personal interview of each candidate by faculty members of the college is required.

### **5. Personal Characteristics.**

The results of the personal interview and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate. The recommendation of the high school principal will be given consideration in determining the fitness of the candidate for the profession of teaching.

## **II. Submission of "Application for Admission" and "High School Record."**

Every candidate for admission to a State Teachers College or the Massachusetts School of Art is required to submit to the College of his choice:

1. A completed form entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE."

2. Through the high school principal, his high school record on a form entitled "HIGH SCHOOL RECORD" which includes "RATINGS OF PERSONAL CHARACTERISTICS."

These forms may be obtained from the high school or college and should be filed early in the senior year.

**III. Time of Admission.**

1. Applicants may file an application and may be admitted provisionally under Plan I below on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half of the senior year which meets the requirements for admission by academic evaluation.

Plan I candidates whose applications are received on or after the date of the administration of any examination may be admitted immediately if there is no waiting list (see IV). If there is a waiting list, the procedure outlined in VI applies.

2. Applicants not granted provisional admission under Plan I may submit applications on or after October 1 of the senior year, but must await the results of examination before being accepted for admission. It is to the advantage of these candidates to submit their applications in advance of the first examination, but applications will be accepted for the succeeding examinations.

**IV. Methods of Admission.**

**A. Plan I. Admission by Academic Evaluation.**

The privilege of admission by academic evaluation is extended to public and private schools and academies in the Commonwealth of Massachusetts.

The Department of Education reserves the right to withdraw the privilege of admission by academic evaluation from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by academic evaluation is granted to candidates as follows: On the basis of A = 4, B = 3, C = 2, D = 1, candidates who have an average of not less than 3.0 in the highest 16 units of high school work will be admitted without examination.

1. Prescribed — These 16 units must include the following 8 units:

English (including Grade XII)	4 units
American History and Government	1 unit
Algebra	1 unit
Geometry	1 unit
Biology, or Physics, or Chemistry	1 unit

2. Distribution of units for Applicants Admitted by Evaluation:

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following:

English, 4 units; Social Studies, 4 units; Science, 4 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); Mathematics, 4 units; and Physical Education, 1 unit.

**B. Plan II. Admission by Examination.**

Students who are not eligible for admission by academic evaluation as described in the foregoing, but who possess a high school diploma or its equivalent, and are interested in teaching, and qualify under the General Qualifications stated under I., may be admitted to the Teachers Colleges on the successful completion of the Scholastic Aptitude Test of The College Entrance Examination Board and other tests prescribed by the Department of Education, provided they present high school credits in the following subjects:

English through Grade XII	4 units
American History and Government	1 unit
Mathematics	2 units
Science	1 unit

The standing of the applicant will be determined by the examination scores and the prescribed high school credits.

Candidates may take examinations not more than twice for any academic year.

## **V. Waiting Lists.**

If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the number that the facilities of the College will accommodate, a waiting list will be established. The position of a candidate on the waiting list will be determined as follows:

### **A. Plan I candidates:**

The position of these candidates will be determined according to the numerical evaluation as described under IV A.

### **B. Plan II candidates:**

The position of these candidates will be determined according to a numerical grade including an evaluation of the prescribed high school credits and the entrance examination score.

The eight prescribed high school credits will be evaluated as follows:

A = 4

B = 3

C = 2

D = 1

Vacancies occurring between examinations will be filled from the established list. Candidates on a waiting list will have preference over all candidates (whether Plan I or Plan II) who become eligible for admission at subsequent examination dates.

## **VI. Place and Time of Examinations.**

Students entering under Plan II will be required to take the College Entrance Examination Board Scholastic Aptitude Test. These tests are to be given on December 6, 1958, January 10, February 14, March 14, May 16 and August 12, 1959, at convenient locations throughout the state. On January 10, March 14 and May 16, 1959, the Scholastic Aptitude Test will be administered at the State Teachers Colleges at Boston, Bridgewater, Salem, Westfield and Worcester beginning at 9 A.M. Information about other test centers should be obtained from the director of admissions at the college, from high school guidance counselors or from the Educational Testing Service, Princeton, New Jersey.

## **VII. Admission of Advanced Students.**

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department. All inquiries should be addressed to Director of Admissions at the College.

## **COLLEGE YEAR BEGINS**

September 14, 1959

September 11, 1961

September 12, 1960

September 10, 1962

## **PROMOTION AND GRADUATION**

1. A system of quality points is in force in all of the State Teachers Colleges and the Massachusetts School of Art. Under this system, grades will be given the following values: A-4 to 5, B-3 to 3.9, C-2 to 2.9, D-1 to 1.9, E-0.



2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80 per cent of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects, in which "E" grades have been received, must be successfully repeated before the student may take advanced work.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course.....passed at .....with a grade of.....".

## EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

### **I. Fees for Residents of Massachusetts.**

1. \$100.00 a year payable in two instalments at the beginning of each semester.
2. \$3.50 a semester hour—Courses for part-time day students.
3. \$10.00 a semester hour—Extension and Summer courses.

### **II. Fees for Non-Residents of Massachusetts.**

1. \$400.00 a year payable in two instalments at the beginning of each semester.
2. \$15.00 a semester hour—Extension and Summer courses.

### **III. Registration Fee.**

Each applicant for admission to the State Teachers College at Bridgewater must pay a registration fee of \$10.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly-established schedule of refunds, minus the registration fee. This regulation became effective for students entering on or after September 1, 1955.

### **IV. Textbooks and Supplies.**

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$75.00 a year.



## V. Board and Room.

Rates for board and room are established by the State Department of Education. The present annual rate is \$480.00 payable as follows:

Dormitory Deposit	\$25.00
Opening of school, September	\$95.00
December 1	\$120.00
February 1	\$120.00
April 1	\$120.00

**All payments must be made in advance, without the presentation of bills.**

These regulations and charges are subject to change by the Board of Education.

**Gymnasium Laundry Fee.** All women students participating in Physical Education Activities are required to pay a small fee annually to meet the expense of laundering the bath towels used by them in the gymnasium. This fee is due at the opening of the college year.

Freshmen and Sophomores	. . . . .	\$2.00
Juniors and Seniors	. . . . .	\$1.50

### Physical Education Majors

Freshman and Sophomores	. . . . .	\$4.00
Juniors and Seniors	. . . . .	\$3.00

All men participating in physical education activities courses are required to pay a towel rental fee of \$5.00, payable at the opening of the college year.

**Other Expenses.** Certain student enterprises which are supported by all the students are financed by means of the Student Activities Fee, which is payable at the beginning of each college year. This fee may vary from year to year, but is approximately \$12.50 for women undergraduates and \$20.00 for the undergraduate men.

The required gymnasium outfit for women in the regular curricula consisting of special uniform and shower equipment costs approximately \$25.00. Full description with blanks for ordering will be sent out with notification of admission.

The required physical education outfit for men includes a jersey, gym shorts, sweat pants, sweat shirt, athletic supporter, gym socks, and shower clogs, the approximate cost of which is \$17.00. Soccer shoes and other necessary articles may be secured after college opens in September.

## LOAN FUND

Alumni and friends of the college have at various times made contributions to the Students' Loan Fund at Bridgewater, established for the purpose of extending aid to needy members of the Junior and Senior classes. This fund is administered by a faculty committee, appointed by the president.

Students in the Sophomore, Junior and Senior classes may apply for loans to aid them in the payment of their college expenses at the office of the Massachusetts Higher Education Assistance Corporation, Statler Building, Boston, Mass.

# RESIDENCE HALLS

All women students who do not live at home are required to live in the dormitories. Exceptions to this rule may be made through the Dean of Women if a student wishes to live with relatives or to work for her room and board in a home approved by the college authorities.

The construction of a new dormitory for girls will get under way during the latter part of 1958 and should be ready for occupancy some time during the college year of 1959-1960 (at the earliest time.) There are two residence halls for women on the campus. Woodward Hall has 90 double rooms and Tillinghast Hall has 70 single rooms. The central dining room is located in Tillinghast Hall.

These dormitories are modern in appointments and facilities. In each there are attractive reception rooms as well as rooms set aside for general recreational purposes and for the enjoyment of radio and television. Students are not allowed to use electric irons or cooking equipment in their rooms; special rooms have been equipped for laundry and kitchenette purposes.

Rooms in these halls are supplied with furniture including mattresses and pillows. Students are required to bring rugs, a shoe bag or box, two clothes bags for laundry, a bath mat, towels, window curtains, bureau covers and bed covering for single beds. The bed covering should include a mattress pad, four sheets, three pillow cases, and a spread. Extra furnishing may be brought from home.

A reassignment of rooms is made at the end of each college year, preference in choice being given to those who have been longest in the college.

A new dormitory for men will be ready for occupancy some time during the academic year of 1959-1960. In the meantime rooms are arranged for in private homes near the campus. Assignments are made by the Dean of Men only, from an approved list.

# CURRICULA

**Secondary Education.** This is a four-year program of study designed for students preparing to teach in the junior or senior high school, and leading to the degree of Bachelor of Science in Education.

Within the Junior-Senior High School curricula students may choose a particular field for concentration, so that they may major in the subject or combination of subjects for which they plan to prepare themselves as teachers.

Thus, one may elect a major in one of the following fields: Biology, Earth Science, English, French, History, Science and Mathematics, each offering preparation for teaching in the Junior or Senior High School.

**Elementary Education.** This program comprises four years of study and is designed for students preparing to teach in the first six grades; the degree of Bachelor of Science in Education is awarded for the successful completion of this curriculum.

The Kindergarten-Primary program is an extension of the Elementary Curriculum, with special emphasis on preparation for teaching in the primary grades.

**Health and Physical Education Major Curriculum For Women.** This curriculum prepares teachers and supervisors of physical education for Elementary and Secondary Schools and leads to the degree of Bachelor of Science in Education.

# CURRICULA OFFERED AT BRIDGEWATER

## Secondary, and Elementary General Requirements

Freshman	Credit	Sophomore	Credit	Junior	Credit	Senior	Credit
English 1.....	6	*English 25.....	6	Education 52.....	3	Economics 101.....	3
History 1.....	6	History 21.....	6	Education 58 (S).....	4.5	Education 105.....	2
Biology 3.....	3	Earth Science 22.....	3	or.....		Education 107.....	4.5
Biology 5.....	3	***Earth Science 23.....	3	Education 62 (E).....	7.5	Speech 103.....	2
***Math 3.....	3	**Physics 21.....	4	Sociology 53.....	3	Health and Phys. Ed. W-101.....	1.5
**Art 3.....	2	Education 23.....	3	Health and Phys. Ed. W-53.....	0.5	Education 109.....	6
**Music 3.....	2	Education 25 (E).....	3	Health and Phys. Ed. M-55.....	1.5	Education 113 (S).....	3
Speech 3.....	2	or.....		Education 77.....	6		
Handwriting 1.....	1	Education 27 (S).....	3				
Health and Phys. Ed. M-3.....	0.5	Health and Phys. Ed. W-21.....	0.5				
Health and Phys. Ed. W-1-3.....	1.5	Health and Phys. Ed. W-23.....	0.5				
†English 5B.....	3	Health and Phys. Ed. M-23.....	0.5				
		Health and Phys. Ed. M-25.....	1.0				

## HEALTH AND PHYSICAL EDUCATION FOR WOMEN

Freshman	Credit	Sophomore	Credit	Junior	Credit	Senior	Credit
English 1.....	6	Education 23.....	3	Education 52.....	3	Health and Phys. Ed. 103.....	2
Biology 3.....	3	Education 27.....	3	Sociology 53.....	3	Education 105.....	2
Biology 5.....	3	History 21.....	6	Health and Phys. Ed. 53.....	3	Education 107.....	4.5
Mathematics 3.....	3	Chemistry 23.....	3	Health and Phys. Ed. 57.....	2	Health and Phys. Ed. 107.....	3
Health and Phys. Ed. 5.....	4	Physics 23.....	3	Health and Phys. Ed. 59.....	3	Health and Phys. Ed. 109.....	2
Health and Phys. Ed. 7.....	2	Health and Phys. Ed. 21.....	1	Health and Phys. Ed. 61.....	2	Health and Phys. Ed. 115.....	3
Health and Phys. Ed. 9.....	3	Health and Phys. Ed. 25.....	4	Health and Phys. Ed. 63.....	2	Phys. Ed. Activities.....	3
Art 7.....	2	Health and Phys. Ed. 27.....	2	Phys. Ed. Activities.....	3	Education 109.....	6
Music 3.....	2	Phys. Ed. Activities.....	4	Education 77.....	6	Speech 103.....	2
Speech 3.....	2	Elective.....	6	Biology 55.....	3	Elective.....	4.5
Phys. Ed. Activities.....	4			Elective.....	4.5		

(E) Elementary.

(S) Secondary.

\* Not required of those who successfully complete English 5B except English and History majors.

\*\* Not required of Biology, French, and Science-Mathematics majors.

\*\*\* Not required of Biology and Science-Mathematics majors.

\*\*\*\* For Earth Science Majors and Elementary Majors only.

† Taken in Sophomore Year by Biology and Physical Science majors.

## ELECTIVE COURSES

No student may choose an elective course without the aid of an advisor and the approval of the chairman of the student's major department.

FRESHMAN YEAR	Credit	SOPHOMORE YEAR	Credit	JUNIOR YEAR	Credit	SENIOR YEAR	Credit
Chemistry 1A.....	8	Art 27.....	2	Art 80.....	2	Art 80.....	2
English 5B.....	3	Biology 27.....	3	Art 81.....	3	Art 81.....	3
French 1.....	6	Biology 29.....	3	Art 83.....	3	Art 83.....	3
Mathematics 1.....	6	English 27.....	6	Biology 55.....	3	Biology 105.....	3
		(Prerequisite of "B" grade in English		Biology 61.....	3	Biology 107.....	3
		1 and English 5B.)		Biology 63.....	3	Chemistry 81.....	6
				Biology 71.....	3	Chemistry 82.....	6
French 21.....	6			Chemistry 81.....	6	Earth Science 101.....	3
History 25.....	3			Chemistry 82.....	6	Earth Science 103.....	1.5
History 26.....	3			Earth Science 51.....	4.5	Earth Science 107.....	4.5
Library 23.....	2			Earth Science 55.....	4.5	Earth Science 115.....	4.5
Library 25.....	3			Earth Science 57.....	4.5	Economics 103.....	3
Music 21.....	3			Education 55.....	3	Education 82.....	1.5
Physics 1A.....	8			Education 58.....	3	Education 101.....	2
				Education 113.....	3	Education 111.....	3
				English 55.....	4.5	English 83.....	4.5
				English 57.....	4.5	English 89.....	4.5
				English 83.....	4.5	English 103.....	4.5
				English 89.....	4.5	English 111.....	4.5
				French 51.....	6	English 113.....	4.5
				French 53.....	3	English 115.....	4.5
				French 82.....	1.5	English 101.....	6
				Handwriting 81.....	.75	French 103.....	3
				History 51.....	4.5	Handwriting 101.....	.75
				History 53.....	4.5	History 107.....	4.5
				History 57.....	4.5	History 109.....	4.5
				History 63.....	4.5	History 111.....	4.5
				Library 53.....	4.5	History 113.....	4.5
				Library 57.....	4.5	History 115.....	4.5
				Library 61.....	4.5	Library 103.....	4.5
				Mathematics 53.....	3	Physics 81.....	6
				Physics 81.....	6	Physics 82.....	6
				Physics 82.....	6	Sociology 103.....	4.5



# DESCRIPTION OF COURSES

The courses offered are listed in alphabetical order according to departments. The numbering of these courses accords strictly with the following plan:

1. Courses for Freshmen only are numbered from 1 to 19.
2. Courses for Sophomores only are numbered from 20 to 49.
3. Courses for Juniors only are numbered from 50 to 79.
4. Courses for Juniors and Seniors are numbered from 80 to 99.
5. Courses for Seniors only are numbered from 100 to 199.

## ART

Mary M. Crowley, *Chairman*, Assistant Professor; Doris E. Tebbetts, Assistant Professor; John H. Fitzgerald, Assistant Professor.

### ART 3. Introduction to Art.

To acquaint the student with some of the best of man's creative products in the past and present in the visual arts, and to analyze the nature of art expression in its various manifestations in the major and minor arts.

Two periods weekly for one semester  
2 semester hours credit

Asst. Prof. Fitzgerald and  
Asst. Prof. Tebbetts

### ART 5. Art in Physical Education.

A course applicable to the physical education program including figure drawing, poster design, and craft techniques, the latter especially planned for camp and recreational use.

Two periods weekly for one semester  
2 semester hours credit

Asst. Prof. Crowley

### ART 27. Elementary Crafts.

Instruction and experimentation in the fundamental craft processes of value to the elementary classroom teacher. Work in block-printing, weaving, papier mache, clay modeling, and other craft techniques is completed in the course.

Two periods weekly for two semesters  
2 semester hours credit

Asst. Prof. Crowley

### ART 80. Painting.

This course is planned for students who have shown special interest and ability in art. Individual creative work may be undertaken in the various drawing and painting media.

Two periods weekly for two semesters  
2 semester hours credit

Asst. Prof. Fitzgerald

### ART 81. Advanced Crafts.

Work in metal, jewelry, stencilling, weaving. Emphasis is placed on individual creative design and skillful execution for personal enrichment, appreciation, and interest in fine handicrafts.

Three periods weekly for one and one-half semesters  
3 semester hours credit

Asst. Prof. Fitzgerald

**ART 83. History of Art.**

A study of the art expressions of each cultural epoch from prehistoric to present times. Recognition and understanding of great movements and masterpieces of painting, sculpture, architecture, and minor arts are the objectives of the course, which is supplemented by study trips to the museums and galleries of Boston.

Two periods weekly for one and one-half semesters  
3 semester hours credit

Asst. Prof. Tebbett

**BIOLOGICAL SCIENCES**

Frank J. Hilferty, *Chairman, Professor*; William J. Wall, Jr., *Professor*; E. Irene Graves *Associate Professor*; Elizabeth M. Cirino, *Associate Professor*; Kenneth J. Howe, *Assistant Professor*.

The Department offers to students an opportunity to study living organisms and life processes with the hope that those who study biology will come to a greater understanding and appreciation of life in its myriad forms.

Adjustment to certain aspects of the environment and adjusting other environmental features to human needs are facilitated to the degree that one understands the nature of life and living organisms. Beauty and order in nature become obvious to the student who has a good background in the biological sciences.

To those who are interested in teaching biology, the Department offers a total of ten courses in this area. The program is designed to prepare secondary school teachers of biology, and at the same time give them the proper background for graduate work in biology.

Freshman		Sophomore	
	Credit		Credit
General requirements.....	22.5	General requirements.....	19.5
Chemistry 1A.....	8	Physics 1A.....	8
Mathematics 1.....	6	Biology 27.....	3
		Biology 29.....	3
Junior		Senior	
	Credit		Credit
General requirements.....	18	General requirements.....	22
Biology 55.....	3	Earth Science 107.....	4.5
Biology 61.....	3	Biology 105.....	3
Biology 63.....	3	Biology 107.....	3
Biology 71.....	3		

**BIOLOGY 3. General Botany.**

A course designed to acquaint students with the facts of plant structure and function in the light of general biological principles. Major groups of plants are considered and the following topics are given elementary treatment: photosynthesis, respiration, transpiration, growth, reproduction, heredity, evolution, disease and ecology.

Two lecture periods and one 2-hour laboratory period weekly for one semester.  
3 semester hours credit.

Prof. Hilferty  
Assoc. Prof. Graves  
Asst. Prof. Howe

**BIOLOGY 5. General Zoology.**

A course treating of general biological principles with emphasis on zoological aspects. Major animal phyla are studied from the standpoints of structure and function. The following topics are given elementary treatment: digestion, metabolism, circulation, respiration, excretion, chemical and nervous coordination, reproduction, development, evolution, ecology and the races of man.

Two lecture periods and one 2-hour laboratory period weekly for one semester.  
3 semester hours credit.

Prof. Wall  
Assoc. Prof. Cirino

### **BIOLOGY 27. Invertebrate Zoology.**

The biology of invertebrates with emphasis on comparative morphology, taxonomy; natural history and economic importance. Laboratory work and field trips are designed to familiarize students with invertebrates in their natural environment. Prerequisite: Biology 5, or permission of the instructor.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Prof. Wall

### **BIOLOGY 29. Vertebrate Zoology.**

The biology of vertebrates with emphasis on comparative morphology, taxonomy natural history and economic importance. Laboratory work and field trips are designed to familiarize students with vertebrates in their natural environment.

Prerequisite: Biology 5, or permission of the instructor.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

Assoc. Prof. Cirino

### **BIOLOGY 55. Animal Physiology.**

The physiological processes of vertebrate animals with particular reference to man. Topics included are: cellular physiology, digestion, circulation, respiration, excretion, chemical and nervous coordination, muscular activity and reproduction.

Prerequisites: Biology 5, Chemistry 1, or permission of the instructor.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Prof. Wall

### **BIOLOGY 61. Plant Physiology.**

An introduction to the growth and function of plants, including cellular physiology, water relations, metabolism, respiration, photosynthesis, nutrition, and the influence of environment on the growth and development of higher plants.

Prerequisites: Biology 3, Chemistry Ia, or permission of the instructor.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Asst. Prof. Howe

### **BIOLOGY 63. Microbiology.**

An introduction to the culture, growth, and identification of microorganisms significant to man. Special emphasis will be directed toward laboratory techniques.

Prerequisites: Biology 3, Chemistry Ia, or permission of the instructor.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Asst. Prof. Howe

### **BIOLOGY 71. Genetics.**

A general study of the principles of heredity with emphasis on the economic implications of these principles.

Prerequisite: Biology 3, or Biology 5, or permission of the instructor.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Assoc. Prof. Graves



**BIOLOGY 105. Plant Taxonomy.**

An introduction to the classification and systematic relationships of plants. Special emphasis is placed on the identification of the common plants of Massachusetts.  
Prerequisite: Biology 3, Biology 71, or permission of the instructor.  
Two lecture periods and one 2-hour laboratory period weekly for two quarters.  
3 semester hours credit. Prof. Hilferty

**BIOLOGY 107. Field Biology.**

A study of living organisms from taxonomic and ecologic viewpoints, with emphasis on identification of the common plants and animals of Massachusetts.  
Only biology majors are admitted to this course.  
Two lecture periods and one 2-hour laboratory period weekly for two quarters.  
3 semester hours credit. Staff

**BIOLOGY 119. Seminar in the Biological Sciences.**

Discussion of current problems in the biological sciences and reports of current research conducted by staff and students. Eminent scientists are invited periodically to address the seminar. This group will be composed of the faculty of the Department of Biological Sciences and majors in the field. All interested members of the college faculty and qualified students are invited to participate.  
Voluntary for Biology majors.  
No credit.

**EARTH SCIENCE**

Paul Huffington, *Chairman*, Professor; Robert W. Rucker, Associate Professor; Robert F. Perry, Jr., Assistant Professor.

The field of concentration for the Earth Science Curriculum consists of earth science courses and integrated electives to round out the programs to be chosen with the aid and approval of the Department Chairman.

Freshman		Credit	Sophomore		Credit
General requirements.....	29.5		General requirements.....	29.5	
English 5B.....	3		Elective.....	6	
Junior		Credit	Senior		Credit
General requirements.....	18		General requirements.....	22	
Earth Science 51.....	4.5		Earth Science 101.....	3	
Earth Science 55.....	4.5		Earth Science 103.....	1.5	
Elective.....	4.5		Earth Science 107.....	4.5	
			Elective.....	4.5	

**EARTH SCIENCE 22. Fundamentals of Geography.**

An introductory course including the elements of the natural and cultural landscapes. Land forms, water bodies, soils, minerals, weather, and climate are studied in relation to the cultural pattern of man's occupations. It also includes the planetary relations of the earth, maps and their uses.  
Two lecture periods and one 2-hour laboratory period weekly for one semester.  
3 semester hours credit. Staff

**EARTH SCIENCE 23. Geography of North America.**

A regional study of North America designed to give familiarity with methods of securing, organizing, and presenting geographical data; and to analyze the cultural and physical pattern of the regions studied.  
Three periods weekly for one semester.  
3 semester hours credit. Staff



### **EARTH SCIENCE 51. Regional Geography of Europe and Asia.**

A study of the physical and cultural pattern of selected geographic regions in Europe and Asia.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Perry

### **EARTH SCIENCE 55. Meteorology and Climatology.**

A study of the principles of descriptive meteorology; their application to a study of weather and to an analysis of climatic regions of the world.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Huffington

### **EARTH SCIENCE 57. Regional Geography.**

A regional analysis of selected countries through a study of the geographic base of the selected regions and its influence upon the countries' current political and economic problems. This course is designed for Upper Elementary Grade teachers.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Rucker

### **EARTH SCIENCE 101. Political Geography.**

Present-day problems as affected by their geographical settings. The natural, cultural, and governmental factors basic to international relations. The politico-geographical problems of selected nations. Natural resources in relation to peace and the post-war world.

Three periods weekly for one semester.

3 semester hours credit.

Assoc. Prof. Rucker

### **EARTH SCIENCE 103. Geography of South America.**

A political and regional study of countries of South America with emphasis upon their mineral resources, agricultural, and forest industries. Also the contemporary importance of South America in world affairs.

Three periods weekly for one-half semester.

1.5 semester hours credit.

Assoc. Prof. Rucker

### **EARTH SCIENCE 107. Physical and Historical Geology.**

A consideration of the origin, structure, and history of the earth as revealed by its rocks and minerals. A consideration of the processes that have brought about the present physical conditions of the earth's surface.

Two lecture periods and one 2-hour laboratory period for one and one-half semesters.

4.5 semester hours credit.

Prof. Huffington

### **EARTH SCIENCE 115. Meteorology and Physical Geology.**

A study of the principles of meteorology and their application to weather analysis; and a study of the origin and characteristics of rocks and minerals. This course is designed for the Upper Elementary Grade Teacher.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Huffington

## ECONOMICS

DANIEL J. NOONAN, Associate Professor

### ECONOMICS 101. Economic Principles and Problems.

This course serves to introduce a study of the factors of production and the behavior of some representative economic units under a system of free enterprise. Some time is devoted to a study of a free economy as contrasted with political structures in which the factors of production are under state control.

Three periods weekly for one semester.

3 semester hours credit.

## EDUCATION

Balfour S. Tyndall, *Chairman*, Associate Professor; Iva V. Lutz, Professor; Ellen M. Shea, Professor; Evelyn R. Lindquist, Associate Professor; Joseph J. Corkery, Associate Professor; Henry Rosen, Associate Professor; Stanley L. Clement, Assistant Professor; Elizabeth Hollis, Assistant Professor; Philip Dooley, Assistant Professor.

### Program for Elementary Majors

Freshman	Credit	Sophomore	Credit
General requirements.....	29.5	General requirements.....	29
English 5B .....	4	Art 27.....	2
		Music 21.....	3
		Library 23.....	2
Junior	Credit	Senior	Credit
General requirements.....	21.5	General requirements.....	21
Education 71.....	4.5	Education 101.....	2
Education 65.....	2	Electives.....	9
Elective.....	4.5		
Students preparing to teach in Kindergarten should elect Education 64.			

## EDUCATION

### EDUCATION A. College Orientation.

The purposes of this course are to help the student interpret his new environment; to aid him in making more efficient use of the tools and methods essential for study; and to encourage the development of a personal and professional philosophy.

No credits are given in this course.

Prof. Shea  
Assoc. Prof. Noonan

### EDUCATION 23. General Psychology.

An introductory course to acquaint the beginning student with the value of psychological knowledge in relation to vital problems of everyday living through a study of (1) Psychology as Science; (2) The Background of Behavior; (3) Psychological Problems of Society; (4) Personality and Emotional Adjustment; and (5) The Management of Learning.

Three periods weekly for one semester.

3 semester hours credit.

Asst. Prof. Hollis

### EDUCATION 25. Psychology: Child Growth and Development.

Through reading, discussion, and many other experiences, students gain an understanding of the development of the pre-school and school child under the headings of physical, mental, emotional, social, language, and general personality growth.

Three periods weekly for one semester.

3 semester hours credit.

Asst. Prof. Hollis

### **EDUCATION 27. Psychology: The Development of the Adolescent.**

Through reading, discussion, and many other experiences, students gain an understanding of the development of the pre-adolescent, his language and general personality growth.

Three periods weekly for one semester.

3 semester hours credit.

Asst. Prof. Hollis

### **EDUCATION 52. Philosophy.**

This course is an introduction to the problems of philosophy and the opinions of philosophers including logic and language, truth and certitude, knowledge of the world outside us, methods of acquiring knowledge, mind, matter, nature, theodicy, ethics and aesthetics.

Three periods weekly for one semester.

3 semester hours credit.

Assoc. Prof. Corkery

### **EDUCATION 55. Civic Education for Teachers.**

This course has been designed to make a contribution toward an effective program of civic education in the schools; to collect and develop teaching materials useful in developing civic intelligence and civic responsibility; to fashion a program for the schools which will help in preparing youth for citizenship in a democracy; to increase the desire for inter-group understanding, respect and good will. Methods of teaching social studies in the secondary schools will also be included.

Three periods weekly for one semester.

3 semester hours credit.

Assoc. Prof. Foth

### **EDUCATION 58. Principles of Secondary Education.**

The secondary school in a democratic society will be examined in terms of its objectives, structure and articulation with elementary and higher education. Its development will be reviewed along with a comparison to secondary education in other countries. The nature of the learning process will be studied through an examination of curriculum organization with emphasis on current trends. Special aspects of method are covered including guidance, discipline, evaluation of pupil progress, and relationship of the school and community.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Asst. Prof. Clement

### **EDUCATION 62. Elementary Curriculum.**

This course develops an overall view of the curriculum and the bases of the selection and organization of subject matter for presentation to children. Classes study the different methods in common use in order that they may apply them in courses in the subject matter fields, especially science and social studies, and later in their practice teaching. They gain acquaintance with various phases of classroom management, organization and teaching as found in the several grades.

Five periods weekly for one and one-half semesters.

7.5 semester hours credit.

Assoc. Prof. Lindquist

### **EDUCATION 64. Kindergarten-Primary Theory and Methods.**

This course deals with the development of young children, the kindergarten curriculum and program, and the materials and methods especially appropriate to the education of young children.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Miss Marks



#### **EDUCATION 65. Audio-Visual Education.**

This course is an introduction to audio-visual education. The student will learn to use the following devices to improve teaching techniques: still pictures, slides, filmstrips, motion pictures, exhibits, models, graphic materials, radio, T.V., and recordings of all kinds. An analysis of the sources of teaching materials and supplementary aids will accompany the laboratory procedures.

One lecture period and one 2-hour laboratory period for one semester.

2 semester hours credit.

Assoc. Prof. Rosen

#### **EDUCATION 71. The Communicative Arts — Materials and Methods in Elementary Education.**

This course deals with the following topics, and with appropriate experiences; the importance and uses of reading and other communicative arts in the child's development; general and specific techniques and materials used in developing a reading and language program in its many phases; selection and use of teaching materials; and attention to individual differences.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Asst. Prof. Hollis

#### **EDUCATION 77. Supervised Student Teaching in the Campus School.**

The Campus School serves as a laboratory in which students engage in the directed study of children, in teaching and in learning situations as they are encountered in a modern school. As the study progresses, students participate increasingly in the activities of the school to the point at which they can undertake the duties of the room teacher. Included in this course are several hours weekly of conference with the supervising teachers and weekly seminars with specialists in the fields of art, music, and physical education.

One-half semester.

6 semester hours credit.

Staff

#### **EDUCATION 89. Music — Materials and Methods in Elementary Education.**

The aim of this course is to give knowledge and practice in the Music Education Program. The following topics are studied: principles and procedures, rhythmic activities, creative activities, music reading, and organization music in education.

Two periods weekly for one semester.

2 semester hours credit.

Miss Ferry

#### **EDUCATION 101. Arithmetic — Materials and Methods in Elementary Education.**

The content and methods for the meaningful teaching of arithmetic in the elementary school will be considered in this course. Careful attention will be given to materials of instruction, means of providing for individual differences, pupil evaluation, and current research in the teaching of arithmetic.

Two periods weekly for one semester.

2 semester hours credit.

Assoc. Prof. Lindquist

#### **EDUCATION 103. Junior Seminar in Art Education.**

The purposes of this course are to develop in the student an understanding of the place of art expression in the child's total development; the materials, processes and tools used in art education, and the teaching procedures which fill children's needs and foster creativity.

Two periods weekly for one-half semester.

1 semester hour credit.

Asst. Prof. Tebbetts



### **EDUCATION 105. Educational Measurement.**

This course includes a study of the tests and objective materials needed by the classroom teacher for the measurement of mental maturity and educational progress; and also a study of elementary statistical procedures necessary for the interpretation of test results and an understanding of technical terminology.

Two periods weekly for one semester.

2 semester hours credit.

Prof. McMullen

### **EDUCATION 107. History and Philosophy of Education.**

Through readings, thought, and discussion, students are expected to gain some acquaintance with the fundamentals of education theory in its historical development, its philosophical bases, its changing aspects and emphases, and its present condition. The aims of education and the evaluation of educational practices are constantly kept in mind and are applied to the contemporary scene.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Shea

### **EDUCATION 109. Supervised Practice in the Public Schools.**

This period provides opportunity in the public schools for continuous supervised experience in all classroom activities under regular classroom conditions. Experience is gained in the study of individual differences, teaching techniques, and classroom management. Supervision is given by the classroom teacher and by members of the college faculty.

One-half semester.

6 semester hours credit.

Staff

### **EDUCATION 111. Advanced Audio-Visual Education.**

This course is a directed study course. The student will concentrate on the co-ordination of audio-visual materials in his field of choice with the various units of the Massachusetts Curriculum Guides.

Three periods weekly for one semester.

3 semester hours credit.

Assoc. Prof. Rosen

### **EDUCATION 113. Secondary Curriculum.**

Teaching methods and instructional materials in the subject areas included in the secondary curriculum are examined with emphasis on the organization of course content, including both long range and daily planning. Courses of study and units will be constructed in a selected subject matter field and classroom organization and management stressed. The problems of the beginning teacher will be discussed along with his role in relationship to professional colleagues.

Three periods weekly for one semester.

3.0 semester hours credit.

Asst. Prof. Clement

### **EDUCATION 115. Kindergarten-Primary Theory and Methods.**

This course includes the history and philosophy of the kindergarten movement and of other types of pre-school education. It also deals with special problems in the materials and methods of primary education.

Three periods weekly for one semester.

3 semester hours credit.

Miss Marks

## ENGLISH

Samuel N. Sheinfeld, *Chairman, Professor*; M. Frances Guerin, *Associate Professor*; John L. Davoren, *Associate Professor*; John J. O'Neill, *Associate Professor*; Nettie H. Chipman, *Instructor*; Joseph DeRocco, *Assistant Professor*; Vincent H. Gannon, *Instructor*.

The program of study for English majors aims to give students an acquaintance with the history and background of English and American literature, an understanding of great literary works, and the ability to analyze and interpret what they read.

A minimum of 40 semester hours in English literature and composition (exclusive of English 1) must be taken. Students must attain a "B" average in their freshman English courses as a prerequisite to the choice of English as a major field of concentration.

English courses offered during the junior and senior years, with the exception of English 55 and English 115, are open to all students who have passed English 25 with credit, or English 1 with an honor grade, or who have permission from the instructor.

Freshman		Credit	Sophomore		Credit
General requirements.....	29.5		General requirements.....	23	
English 5B .....	3		English 25 .....	6	
			English 27 .....	6	
Junior		Credit	Senior		Credit
General requirements.....	18		General requirements.....	19	
English 83 .....	4.5		English 89.....	4.5	
English 55.....	4.5		English 115 (1959-1960).....	4.5	
Elective.....	4.5		Elective.....	9	
			Elective (1959-1960).....	4.5	

### ENGLISH 1. Composition I.

The purpose of this course is to help students think clearly and express their thoughts effectively in both speech and writing. Students will read and discuss selections chosen both for their literary value and for their relevancy to fundamental human problems.

Three periods weekly for two semesters.

6 semester hours credit.

Staff

### ENGLISH 5B. Literary Types.

This course is devoted to the study of accepted literary types, illustrating them with selections from the literature of the Western World.

Two periods weekly for one and one semester hours.

3 semester hours credit.

Assoc. Prof. Davoren

### ENGLISH 25. A Survey of English Literature.

The students in this course will read selected works of English literature from Anglo-Saxon times to the present with particular attention being given to the most important writers. Much stress will be placed upon careful reading of the works themselves. The social and political background necessary for understanding the various literary periods will be presented through lectures.

Three periods weekly for two semesters.

6 semester hours credit.

Prof. Sheinfeld

### ENGLISH 27. Advanced Composition and Journalism.

Students who have done honor work in Composition 1, or who have the instructor's permission, are eligible to elect this course. During the first semester, students will gain practice and facility in various forms of writing such as the essay, short story, and verse. During the second semester, the primary emphasis will be upon journalistic writing. Students will be given an opportunity to participate in the publication of the college paper.

Three periods weekly for two semesters.

6 semester hours credit.

Assoc. Prof. John J. O'Neill

### **ENGLISH 55. Literature of the Victorian Period.**

This course will concentrate primarily on the great novels and poetry of nineteenth century England. The students will read novels by Emily Brontë, Thackeray, Eliot, Dickens, Meredith, Trollope, and Hardy. They will read poetry by Tennyson, Browning, and Arnold. There will be lectures presenting biographical and historical background.

This course is open to English majors only.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Sheinfeld

### **ENGLISH 57. The Age of Johnson.**

This course will consider the major literary figures of the second half of the eighteenth century and the social and intellectual context of their work. Special attention will be given to such men as Thomson, Collins, Gray, Goldsmith, Cowper, and Johnson. There will be a brief discussion of the drama, the novel, and the beginnings of the romantic movement.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. John J. O'Neill

### **ENGLISH 83. Shakespeare.**

In this course the students will read at least nine plays and selected sonnets of Shakespeare. Recordings by well-known Shakespearean actors will be utilized.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Sheinfeld

### **ENGLISH 89. Great American Writers.**

The chief works of major American writers will be studied against their social, political, and literary backgrounds. The principal writings of Emerson, Thoreau, Hawthorne, Melville, Poe, Whitman, Mark Twain, James, Cather, and Hemingway will be read.

(In 1958-1959 for juniors and seniors.)

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Guerin

### **ENGLISH 103. Modern Drama.**

As an introduction, the relationship between modern drama and the three great earlier periods of drama will be discussed. The plays of leading European and American dramatists from the time of Ibsen to the present will be read. Students will discuss the themes and techniques used, and will make critical analyses of the works.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Guerin

### **ENGLISH 111. Milton.**

In this course the emphasis will be placed on the main poetical works of Milton: *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. There will be lectures and discussions on the social and intellectual background of the 17th century.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Sheinfeld



**ENGLISH 113. Modern Poetry.**

This course will include the works of modern British and American poets. Among those to be studied will be Hopkins, Yeats, Robinson, Stevens, De la Mare, Frost, Eliot, MacLeish, Cummings, Auden, and Thomas.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Mr. Gannon

**ENGLISH 115. Linguistics.**

In this course the history and the structure of the English language will be studied. Selections from Chaucer will be read to illustrate the changes in form as well as the enrichment of vocabulary. Some study will also be made of the semantic approach to language.

This course is open to English majors only.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

(To be offered 1959-60.)

Prof. Sheinfeld

**FRENCH**

Rita L. Couture, Assistant Professor

The French courses are open to those who have passed three years of high school French, or, in special cases, two years. Students majoring in French should elect all the French courses. Other students may elect any French course for cultural and linguistic values.

Courses are, as far as possible, conducted in French. Phonographic and tape recordings are made available to all students through the language laboratory.

Freshman		Credit	Sophomore		Credit
General requirements.....		26.5	General requirements.....		29
French 1.....		6	French 21.....		6
Junior		Credit	Senior		Credit
General requirements.....		18	General requirements.....		22
French 51.....		6	French 101.....		6
French 53.....		3	French 103.....		3
Elective.....		4.5	Elective.....		4.5

**I. Language and Literature**

**FRENCH 1. An Introduction to the Advanced Study of French.**

Language is presented through texts based on a knowledge and understanding of French civilization, past and present, and through a functional grammar review; a scientific approach to the spoken language is obtained through phonetics, recordings, films and short plays.

Three periods weekly for two semesters.

6 semester hours credit.

**FRENCH 21. General Survey of French Literature.**

This course consists of (1) a presentation of basic works and (2) a study of the historical and social development of French literature from the Middle Ages to the contemporary period. Oral and written reports will continue the development of the student's general language ability.

Prerequisites: French 1, or four years of secondary school French.

Three periods weekly for two semesters.

6 semester hours credit.



### **FRENCH 51. The Classical Period in French Literature.**

This course is a study of trends that brought about classicism as a literary ideal in the seventeenth century through the reading of the works of the most representative writers of the period. It is a means of (1) enriching literary knowledge and (2) developing a more comprehensive command of the written and spoken language. Conducted in French.

Four periods weekly for one and one-half semesters.  
6 semester hours credit.

### **FRENCH 53. Advanced Conversation.**

Skill in oral and written expression is developed through prepared discussions on assigned subjects. The study of practical phonetics is an additional aid in the mastery of confidence and efficiency in speaking.

Three periods weekly for one semester.  
3 semester hours credit.

### **FRENCH 101. Studies in Modern French Literature.**

Contemporary French literature is studied through selections of late nineteenth and twentieth century authors—Camus, Claudel, Peguy, Romain, and others. Conducted in French.

Four periods weekly for one and one-half semesters.  
6 semester hours credit.

### **FRENCH 103. Advanced Composition and Grammar.**

This course includes (1) a systematic review of grammar and (2) the mastery of certain difficulties of grammar and phrasing through texts of increasing difficulty.

Three periods weekly for one semester.  
3 semester hours credit.

## **II. Method and Professional Training**

### **FRENCH 82. Methods of Teaching Modern Foreign Languages at the Elementary and Secondary School Levels.**

The course aims to show the place of Modern Foreign Languages in the curriculum, their aims and objectives, and course content. A background of representative courses of study, tests, texts, realia, analysis and demonstration of methods, and lesson planning are given as tools for the teacher of French on the elementary or secondary school level.

Three periods weekly for one-half semester.  
1.5 semester hours credit.

## **HEALTH AND PHYSICAL EDUCATION FOR MEN**

Harry A. Lehmann, *Chairman*, Associate Professor; Edward C. Swenson, Associate Professor.

### **HEALTH AND PHYSICAL EDUCATION M 3. Physical Education Activities.**

This course is designed to further the development of physical fitness, fundamental skills, knowledge and appreciation of physical education activities. Individual and team activities and aquatics are included in the course content.

Two periods weekly for two semesters.  
0.5 semester hours credit.

Staff

## **HEALTH AND PHYSICAL EDUCATION M 23. Physical Education Activities.**

This course is a continuation of H and PE M 3. Emphasis is placed on recreational activities. The course content includes a unit designed to assist students to prepare for the selection and direction of physical education activities during their practice teaching assignments.

Two periods weekly for two semesters.

Staff

0.5 semester hour credit.

## **HEALTH AND PHYSICAL EDUCATION M 25. Standard First Aid.**

Emphasis is placed on the prevention of accidents as well as on the immediate treatment of injuries and illnesses. Upon satisfactory completion of the course, students will receive the American Red Cross Standard First Aid Certificate.

One period weekly for one semester.

1 semester hour credit.

Assoc. Prof. Swenson

## **HEALTH AND PHYSICAL EDUCATION M 55. School Health Administration.**

This course presents the major principles of school health services, health instruction, and healthful school living. Students are acquainted with health organization administrative problems, and the part played by classroom teachers in the solution of school health problems.

One period weekly for one and one-half semesters.

1.5 semester hours credit.

Assoc. Prof. Swenson

## **MAJOR CURRICULUM IN HEALTH AND PHYSICAL EDUCATION FOR WOMEN**

Mary J. Moriarty, *Chairman*, Professor; Mary I. Caldwell, Assistant Professor; Catherine E. Comeau, Assistant Professor; Evelyn A. Collier, Instructor; Rita L. Custeau, Instructor; Elizabeth Gaffney, Instructor; Patricia Phillips, Instructor.

The objectives of this department are two-fold:

1. **Personal** — to help the student develop a wholesome philosophy of health, physical activity, and recreation, and to help the student acquire skills and understandings necessary for expressing this philosophy in daily living:

2. **Professional** — to aid the student in becoming an effective teacher and leader in these fields in school, home, playground, camp or other situations in which the public school teacher or college graduate is commonly called upon to render service.

## **HEALTH AND PHYSICAL EDUCATION 5. Anatomy.**

This course includes a fundamental study of the human body and its parts; with special emphasis on bones, muscles, tissues, and the anatomical location of the organs.

Two periods weekly for two semesters.

4 semester hours credit.

Prof. Moriarty

## **HEALTH AND PHYSICAL EDUCATION 7. Introduction to Physical Education.**

This is a comprehensive freshman course providing basic information concerning the scope and significance of Physical Education as a profession.

Two periods weekly for one semester.

2 semester hours credit.

Asst. Prof. Comeau

## **HEALTH AND PHYSICAL EDUCATION 9. Personal and Community Hygiene.**

This course is planned to give the student basic principles of health which she may apply to her daily life and future teaching. Community health opportunities and problems are studied in relation to personal health.

Three periods weekly for one semester.

3 semester hours credit.

Asst. Prof. Caldwell

## **HEALTH AND PHYSICAL EDUCATION 21. First Aid.**

The Standard First Aid Course of the American Red Cross is given. Satisfactory completion of this course entitles the student to the Standard Certificate.

One period weekly for one semester.

1 semester hour credit.

Miss Gaffney

## **HEALTH AND PHYSICAL EDUCATION 25. Officiating.**

Specific training for officiating in major sports is given. Actual practice in refereeing and umpiring is required as part of the course. Opportunities are offered to attend clinics and to take examinations for local and national ratings in Field Hockey and Basketball.

Two periods weekly for two semesters.

4 semester hours credit.

Asst. Prof. Comeau and

Miss Custeau

## **HEALTH AND PHYSICAL EDUCATION 27. Methods in Physical Education.**

This course suggests techniques and methods for teaching appropriate activities at the different grade levels. Practical application of teaching principles is carried on with classes from the elementary campus school.

Two periods weekly for one semester.

2 semester hours credit.

Asst. Prof. Comeau and

Miss Custeau

## **HEALTH AND PHYSICAL EDUCATION 57. Methods in Health Education.**

A study is made of the responsibility of the school for the health education of the growing child with emphasis upon the role of the teacher. Basic emphases throughout the course are: (1) the consideration of child needs for health learnings as determined by such factors as heredity, growth and development patterns, home, school and community influences; (2) the selection of content of health teaching to meet these needs; (3) the analysis of the learning and teaching process as applied to health in the light of modern educational philosophy.

Two periods weekly for one semester.

2 semester hours credit.

Prof. Moriarty

## **HEALTH AND PHYSICAL EDUCATION 59. Applied Anatomy and Kinesiology.**

A detailed analysis and application of anatomical knowledge to fundamental muscular movements in athletic and rhythmic activities.

Three periods weekly for one semester.

3 semester hours credit.

Miss Custeau



### **HEALTH AND PHYSICAL EDUCATION 61. Fundamentals of Body Mechanics.**

In this course a study is made of the fundamental principles of body mechanics; typical body alignment and common variations in the child and adult. Remedial procedures, including relaxation, that are suitable for school programs are planned. Emphasis is placed on helping the individual to use an efficient and attractive posture in a variety of situations.

Two periods weekly for one semester.

2 semester hours credit.

Assoc. Prof. Caldwell

### **HEALTH AND PHYSICAL EDUCATION 63. Advanced First Aid and Safety Education.**

The Advanced and Instructor's First Aid Courses are given with special emphasis on the care of injuries likely to occur in the gymnasium or the swimming pool, on the athletic field, school playground, or at summer camp. The American Red Cross Advanced Certificate and Instructor's Rating are given for satisfactory completion of the course.

Two periods weekly for one semester.

2 semester hours credit.

Prof. Moriarty and Miss Phillips

### **HEALTH AND PHYSICAL EDUCATION 103. Physiology of Exercise.**

A physiological study of the adjustive capacity of the body to exercise.

Two periods weekly for one semester.

2 semester hours credit.

Asst. Prof. Comeau

### **HEALTH AND PHYSICAL EDUCATION 105. School Health Administration.**

Emphasis is placed on the school personnel's responsibility for providing a healthful environment, service, and instruction. The organization and content of the program in health are studied and discussed. The need for health guidance to meet the needs of all children including exceptional children is stressed.

Two periods weekly for one semester.

2 semester hours credit.

Prof. Moriarty

### **HEALTH AND PHYSICAL EDUCATION 107. Organization and Administration of Physical Education.**

This course describes the policies, procedures, and standards of the various divisions of physical education, explaining the relationships which exist. Special attention is given to pertinent problems which face the modern educator.

Two periods weekly for one semester.

2 semester hours credit.

Miss Custeau

### **HEALTH AND PHYSICAL EDUCATION 109. Tests and Measurement in Physical Education.**

In this course, the student learns to apply the fundamental principles of evaluation and measurement in the fields of health and physical education. Various tests and testing programs are studied and evaluated. Experience in administering and scoring certain tests is provided, and a study is made of the interpretation and use of the results obtained.

Two periods weekly for one semester.

2 semester hours credit.

Prof. Moriarty



## **HEALTH AND PHYSICAL EDUCATION 115. Supervision in Physical Education.**

This course attempts to meet the urgent needs for more adequate training of future Directors of Physical Education, in order that there may be better supervision of physical education programs in the elementary and secondary schools. Classes study organization and planning; procedures for visitation and conferences; and the various functions of the supervisor at the different grade levels. Supervision in health education, safety education and extra-class programs is included.

Three periods weekly for one semester.

3 semester hours credit.

Assoc. Prof. Lehmann

## **MAJOR CURRICULUM REQUIRED ACTIVITY COURSES**

### **ACTIVITIES 1. Elementary Rhythmic Activities.**

This course covers folk dances, singing games, nursery rhymes and dramatic rhythms for use in the elementary grades. Demonstration lessons and an opportunity for teaching small groups of elementary children are arranged with the Training School. Miss Collier

### **ACTIVITIES 3. Social and Round Dancing.**

The basic steps and methods of teaching social dance and modern round dances are covered. Problems which arise when teaching mixed groups are discussed. Opportunities are given for improving personal techniques, for understanding desirable social standards, and for teaching others. Miss Collier

### **ACTIVITIES 5. Games I.**

This course includes the learning and teaching of games of low organization for the elementary grades and suitable for playground, gymnasium, playroom, or for use in the classroom. Miss Gaffney

### **ACTIVITIES 7. Stunts and Tumbling I.**

A variety of individual, couple, and group stunts and tumbling activities are taught in this course. Effective organization for small and large groups is stressed, with special emphasis on safety factors. Prof. Moriarty

### **ACTIVITIES 9. Apparatus I.**

This course includes work suitable for teaching in public schools which have heavy apparatus such as the buck, box, parallel bars, flying rings, stall bars, balance beam, and other types of apparatus. Prof. Moriarty

### **ACTIVITIES 11. Traditional Folk Dancing.**

A wide range of folk dances from many lands is taught. Special emphasis is given to those dances which can be used in secondary schools. Opportunities to visit adult folk dance groups are arranged. Miss Phillips

### **ACTIVITIES 13. Tap Dancing.**

Fundamental steps are taught in this course. Rounds, buck, waltz and soft shoe routines which can be used in the public schools are included. Prof. Moriarty

### **ACTIVITIES 15. Body Mechanics.**

This course is closely related to *Fundamentals of Body Mechanics*, a theory course. There are opportunities for individual and group work in a variety of exercises for improvement of posture and correction of health problems closely allied with posture.  
Asst. Prof. Caldwell

### **ACTIVITIES 17. American Square Dance I**

Concentration is on basic fundamentals of square dancing and in learning how to do simple dances to patter, cue and singing calls.  
Miss Phillips

### **ACTIVITIES 21. Stunts and Tumbling II.**

The object of the course is to offer opportunity for more advanced work in this area. Special emphasis is placed on methods of organization and opportunity is given for teaching these activities.  
Prof. Moriarty

### **ACTIVITIES 23. Apparatus II.**

In this course, advanced work is offered. Opportunity for student leadership and special stress on safety factors are included.  
Prof. Moriarty

### **ACTIVITIES 25. Creative Rhythms for Children.**

This course emphasizes (a) the needs and capacities of children for expression through rhythmic movement; (b) the opportunities for the enrichment of the child's experience through the development of creativeness, understandings, appreciations and skills; and (c) the ways in which the teacher should release and guide the child's expression toward these educational objectives.  
Miss Collier

### **ACTIVITIES 27. Games II.**

This course gives an opportunity for learning and teaching modified team and lead-up games, suitable for both large and small groups.  
Miss Gaffney

### **ACTIVITIES 29. Community Recreation.**

Leadership and participation in various types of social games are offered in this course. The student is presented with materials and sources of activities needed for social play in parties for the home, in clubs, at picnics, and on the playground. Miss Custeau

### **ACTIVITIES 2-22-52-102. Swimming.**

Instruction in swimming is given in accordance with the National Red Cross requirements. All students are required to pass a standard swimming test. Students who are unable to swim must remain in a swimming class until the test requirements are fulfilled. Qualified students may elect a Water Safety course.  
Miss Custeau

### **ACTIVITIES 4-24-54-104. Team Sports.**

The team sports covered in this curriculum are: Volleyball, Soccer, Speedaway, Fistball, Speedball, Fieldball, Field Hockey, Basketball, and Softball. Each sport is taught with emphasis on fundamental skills, team strategy, rules, coaching, officiating, and techniques of teaching which are specifically related to each sport. Asst. Prof. Comeau

### **ACTIVITIES 6-26-56-106. Modern Dance.**

The courses in modern dance include the study and use of rhythmic movement as a medium of expression and communication; as a means of body training and discipline; and as a form of relaxation and recreation. Experience is given in dance composition and criticism; evaluation and use of various forms of accompaniment; and production of simple dance programs. Methods of teaching are included.

Miss Collier

### **ACTIVITIES 10-50-80-100. Dual and Individual Sports.**

The courses in Dual and Individual Sports include the learning of skills, rules, teaching techniques, and officiating in Badminton, Tennis, Bowling, Track and Field, Archery, Swimming and Golf.

Asst. Prof. Comeau

### **ACTIVITIES 58. Gymnastics.**

These courses provide an opportunity to learn and teach fundamental gymnastics, exercises, and marching. The advantages and disadvantages of the Swedish, Danish, and German systems, as well as the present day theories in regard to conditioning drills, are discussed.

To be announced

### **ACTIVITIES 60. American Square Dance II.**

Opportunities are provided for the teaching and calling of squares and contras. Corrective help is given on timing, rhythm and teaching procedures.

Miss Phillips

### **ACTIVITIES 101. Games III.**

This course includes recreational sports and games such as deck tennis, handball, table tennis, paddle tennis, shuffleboard, horseshoes, tetherball and aerial darts. The teaching of these games as well as skill in participation is emphasized.

Assist. Prof. Comeau

Following are the courses given in Health and Physical Education required for all women in the college, except those who have chosen a concentration in the Health and Physical Education Curriculum.

### **HEALTH AND PHYSICAL EDUCATION W 1. Personal Hygiene.**

This course includes, (1) a study of fundamental principles of healthy adult living, (2) an analysis of anatomical, physiological and psychological factors underlying health laws; and (3) a special emphasis on practical application of these laws and principles to adult living.

One period weekly for two semesters.

1 semester hour credit.

Asst. Prof. Caldwell

### **HEALTH AND PHYSICAL EDUCATION W 3. Physical Education Activities.**

This is an introductory course, the purpose of which is to provide healthful activity which is vigorous enough to help to increase physical fitness. It includes brief units in swimming, body mechanics, team and dual sports, and rhythmic activities.

Two periods weekly for two semesters.

0.5 semester hour credit.

Staff



## **HEALTH AND PHYSICAL EDUCATION W 21. Standard First Aid.**

The American Red Cross Standard First Aid Course is given with emphasis upon the responsibilities of the public school teacher and leader of physical activities. It includes a review of the necessary anatomy and physiology and certain portions of First Aid which are studied in the course in "Personal Hygiene."

One period weekly for one semester.

0.5 semester hour credit.

Miss Gaffney

## **HEALTH AND PHYSICAL EDUCATION W 24. Physical Education Activities.**

This course is a continuation of Health and Physical Education W3. New activities are added with continued emphasis on physical fitness. Leadership is also stressed in these classes.

Two periods weekly for two semesters.

0.5 semester hour credit.

Staff

## **HEALTH AND PHYSICAL EDUCATION W 53. Physical Education Activities.**

This course is a continuation of previous courses in physical activity with some opportunity for selection on the basis of the student's needs and interests. Two or more activities are offered each quarter. Effort is made to aid the student to choose activities wisely and to improve sufficiently in skill and enjoyment to motivate further participation on her own initiative.

Two periods weekly for one and one-half semesters.

0.5 semester hour credit.

Staff

## **HEALTH AND PHYSICAL EDUCATION W 101. School Health and Safety Education.**

A brief study is made of human growth and development with special reference to the needs of the child in relation to his health and physical activity. The responsibility of the School in meeting these needs is analyzed and the total program in health and safety is studied with emphasis on the part played by the classroom teacher. Methods and materials for teaching at various age levels are studied in the light of educational philosophy, principles and objectives.

Four periods weekly for one-half semester.

2 semester hours credit.

Staff

## **HANDWRITING**

Daniel F. Harrigan, Jr., Associate Professor

### **HANDWRITING 1.**

A course to improve the personal writing ability of all freshmen. The materials of good writing, standard letter forms, and techniques, are applied and developed; individual difficulties are adjusted. Through practice and experience in the various steps of the writing process, the student will have a working knowledge of the problem involved. Standard testing and diagnostic scales are used in developing the skill.

One period weekly for two semesters.

1 semester hour credit.



**HANDWRITING 81. Blackboard Writing and Teaching Methods.**

This course aims to develop the technique of blackboard writing and arrangement. Various handwriting methods, courses of study, objectives, and manuscripts and standard letter forms are also discussed and evaluated so that the student may have a good workable knowledge for teaching purposes.

One period weekly for one and one-half semesters.

0.75 semester hour credit.

**HANDWRITING 101. Text Lettering and Elementary Engrossing.**

This course is intended for students who wish to learn the art of lettering and engrossing. Various forms and styles for diploma filling and resolution work are developed, and an application of text-lettering to everyday teaching is made.

One period weekly for one and one-half semesters.

0.75 semester hour credit.

**HISTORY AND POLITICAL SCIENCE**

Jordan D. Fiore, *Chairman*, Professor; Ralph S. Bates, Professor; Stephanie Husek, Professor; Jane Herrick, Assistant Professor; Annabel Melville, Professor; Charles E. Foth, Associate Professor; Joseph George, Jr., Instructor.

The Department of History and Political Science has four objectives: (1) by offering history courses to all students in the first two years, to make an effective contribution to the general education program; (2) to give adequate preparation for students planning to teach history on the secondary school level; (3) to provide a breadth in history which will enable students to do graduate work in the field of history; and (4) to offer enough advanced courses in history to students who are majoring in the elementary curriculum to enable them to enrich the program of teaching history at that level.

The program for majors in history and political science requires the completion of 28.5 semester hours in the field, in addition to History 1, 2 and History 21, 22. Of these hours the only required courses are History 25 and 26. The student is expected to elect at least 9 hours in history in his junior year and 13.5 hours in history in his senior year.

Freshman		Sophomore	
	Credit		Credit
General requirements.....	29	General requirements.....	26.5
English 5.....	4	History 25.....	3
		History 26.....	3
Junior		Senior	
	Credit		Credit
General requirements.....	18	General requirements.....	19
History 51 (1958 only).....	4.5	Electives.....	13.5
Electives.....	9		

**HISTORY 1, 2. The History of Western Civilization.**

This course surveys western civilization from ancient times to the present. Ancient peoples are considered in the light of their contributions to civilization. From the fall of Rome to our own day emphasis is placed upon the following subjects: the Middle Ages, Christian and Feudal; the Holy Roman Empire; the development of state systems and the struggles for power; the Renaissance; the Protestant and Catholic reformations; the growth of science and the spread of industrialism; eighteenth and nineteenth century thought; the new nationalism and imperialism of the nineteenth century; the two World Wars; internationalism and world organization.

Three periods weekly for two semesters.

6 semester hours credit.

Staff

## **HISTORY 21, 22. U. S. History and Constitutions.**

The growth of the United States is examined in two major periods, the breaking point being the end of the Civil War in 1865. In the first semester the following topics are studied: the age of exploration and discovery; the English colonial and provincial periods; the age of the American Revolution; the Confederation crisis; the establishment of the Constitution; the early national period; Jeffersonian democracy; the age of Andrew Jackson; westward expansion, sectionalism and slavery; the causes and the course of the Civil War. In the second semester the following topics are studied: Reconstruction; problems of economic expansion from 1865 to 1900; financial and monetary problems; the United States as a world power; the Progressive Era; and political, military, economic and social history of the twentieth century. The Constitution of the United States and the Constitution of the Commonwealth of Massachusetts are also studied.

Three periods weekly for two semesters.

6 semester hours credit.

Staff

## **HISTORY 25. Political Science.**

A consideration of the definitions, theoretical foundations, and historical evolution of the principles of politics. The fundamental concepts in political science are examined; state, government, politics, law and a general analysis of the place of government in modern society.

Three periods weekly for one semester.

3 semester hours credit.

Mr. George

## **HISTORY 26. American Government — The Federal System.**

The Constitution of the United States is studied in detail as the basis of the Federal System. Topics of study include the development of the democratic process in America, the organization, power, procedures, function, services and finances of the United States government.

Three periods weekly for one semester.

3 semester hours credit.

Mr. George

## **HISTORY 51. American Government and Politics.**

The nature and activity of the national, state, and local governments, and the forces which play upon them.

Not offered after 1958-1959.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Bates

## **HISTORY 53. History of Europe 1500-1870.**

This course covers the period from the close of the Middle Ages to the aftermath of the Congress of Vienna, including such topics as the Renaissance, the Reformation, use of national states, overseas expansion, growth of absolutism, colonial rivalry, eighteenth century civilization, French Revolution, and the Napoleonic era, the rise of nationalism and imperialism.

Three periods weekly for one and one-half semesters.

4.5 credit hours.

Prof. Husek and  
Asst. Prof. Herrick

### **HISTORY 57. Historical Research and Criticism.**

This course is concerned with the development of the techniques of historical research and the preparation of papers which require these techniques; the interpretation of history, as illustrated by major historians; the evaluation of historical writings through professional journals and the method of the book review; and familiarity with the more recent expansion of the field of history. Admission is with the consent of the Department Chairman and the Director of the Seminar.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Melville

### **HISTORY 61. Latin American History — The Colonial Period.**

The early history of the American areas originally brought into the orbit of western civilization by the Spanish and Portuguese will be studied with particular emphasis on the culture and ideology and on comparisons with the English and French areas of colonization. In the study of nationalism in Latin America, particular attention will be paid to the struggles of the modern Latin American republic to attain political stability, economic strength and cultural progress.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Asst. Prof. Herrick

### **HISTORY 63. British Political History: Modern Era.**

This course concerns itself with the political development of England and the British Empire from the accession of the Stuarts to the present day. Chronologically parallel to the survey of American history, the course stresses those factors which show the relationship of American-British development in modern times. Although primarily concerned with political factors this survey does not exclude economic and social factors, particularly when the history of ideas is at issue.

Three periods weekly for one semester.

3 semester hours credit.

Prof. Melville

(Not to be offered in 1958-1959.)

### **HISTORY 64. British Empire and Commonwealth of Nations.**

British imperial policies and institutions; the development of the British colonial system; the establishment of the Commonwealth of Nations and the relationship of that body to the Mother Country.

Three periods weekly for one semester.

3 semester hours.

Prof. Melville

(Not to be offered in 1958-1959.)

### **HISTORY 107. Contemporary Affairs.**

Current sociological, economic, political, military, and scientific events are studied in publications and by means of television and radio broadcasts. The course attempts also an evaluation of the impact of science on contemporary society.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Bates



### **HISTORY 109. The Far East.**

This course deals primarily with the history of China and Japan during the last century. Some consideration is also given to the problems of the Philippines, Indonesia, Southeast Asia, India, and Australia.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Bates

### **HISTORY 111. International Relations.**

Following a consideration of the basic factors in international relations, the development of the western state system, and the principles of balance of power, nationalism, and imperialism, the course covers the establishment of international organization in modern times and the post-war regional organizations. Each student makes a study of the contemporary international problems of a country or region.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Fiore

### **HISTORY 113. Modern Intellectual History.**

An analysis of the principal political social, economic, and intellectual developments in the nineteenth and early twentieth centuries with special emphasis upon those elements which influence contemporary thought. Open to non-majors only with the consent of the instructor.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Husek

### **HISTORY 115. History of Massachusetts.**

The English background of the Pilgrims and Puritans; the Plymouth Colony and Massachusetts Bay settlements, Puritanism and the Massachusetts theocracy, Massachusetts in the Provincial Period and the American Revolution. In addition to a consideration of political history, Massachusetts is studied in the national period in terms of constitutional development, population shifts, industrial growth, the effects of immigration, and the economic changes of the twentieth century. The organization of the state government and the constitution are also studied. Much use will be made of primary source materials in developing the course.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Prof. Fiore

## **LIBRARY SCIENCE**

Beatrice I. Bouchard, *Chairman*, Associate Professor; Henry M. Mailloux, Assistant Professor; Cora M. Vining, Assistant Professor; Mary L. Gloster, Instructor.

### **LIBRARY 23. Children's Literature.**

This course covers the reading interests of children from pre-school years through the elementary grades with emphasis on the contribution made by reading to the process of growing up; criteria for evaluation and analysis of children's books; types of books available today, considered in terms of the needs, interests, and abilities of children. Topics covered are: history of literature for children, illustrators, folktales, myths, modern fanciful tales, fiction, poetry, books in special fields such as history, science, and travel.

Two periods weekly for one semester.

2 semester hours credit.

Assoc. Prof. Bouchard

### **LIBRARY 25. Literature for Young Adults.**

A survey of literature for the adolescent designed for junior and senior high school teachers and librarians; a brief history of the development of this literature, evaluation of publishers, and psychology of the adolescent reader.

Three periods weekly for one semester.

3 semester hours credit.

Miss Gloster

### **LIBRARY 53. Use of the Library in Junior and Senior High School.**

This course has the same aims as Library Science 57, with stress on the Secondary Curriculum.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Miss Gloster

### **LIBRARY 57. Use of the Library in the Elementary School.**

This course aims (1) to give a knowledge of reference books, trade books, periodicals, bibliographies, and other aids to effective teaching and elementary school library work; (2) to make known the sources available for the complete preparation of the teaching units of the elementary curriculum; (3) to give a knowledge of sources that meet the reading interests and supplement the areas of study of the various age groups.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Asst. Prof. Mailloux

### **LIBRARY 103. School Library Techniques in Junior and Senior High Schools.**

This course has the same aims as Library Science 107, except that it is viewed in terms of the needs of the junior and senior high schools.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Asst. Prof. Vining

### **LIBRARY 107. School Library Techniques in the Elementary School.**

This course deals with organization, equipment, and administration of an elementary school library. Topics covered are cataloguing, classification, and the principles of management as applied to an elementary school library.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Bouchard

Asst. Prof. Vining

## **MATHEMATICS**

George H. Durgin, *Chairman*, Associate Professor; Leo Harrington, Instructor; Frederick L. Wood, Instructor.

### **MATHEMATICS 1. College Algebra and Trigonometry.**

This course comprises a brief review of elementary algebra, theory of exponents, quadratic and radical equations, binomial theorem, progressions, and Horner's method of solving equations of high degrees; the solution of right and general triangles by trigonometry, radian measure, trigonometric equations and formulae for use in integral calculus. Principles are applied to field work in surveying.

Three periods weekly for two semesters.

6 semester hours credit.

Assoc. Prof. Durgin

### **MATHEMATICS 3. Basic Mathematics for General Education.**

Emphasis is placed on principles and application of elementary mathematics.

Three periods weekly for one semester.

3 semester hours credit.

Mr. Harrington and Mr. Wood

### **MATHEMATICS 21. Analytic Geometry, Graphical Analysis, and Introduction to Calculus.**

The equations and loci of straight line and conic sections, polar coordinates, tangents and normals, plotting and analysis of higher plane curve and asymptotes, and the elementary principles of limits and an introduction to differential calculus.

Three periods weekly for two semesters.

6 semester hours credit.

Assoc. Prof. Durgin

### **MATHEMATICS 51. Differential and Integral Calculus.**

This course includes differentiation of algebraic, trigonometric and logarithmic functions; the integration of many types of functions including integration by substitution, by parts and by use of partial fractions, as well as the use of integrals to compute areas, lengths or curves, volumes and work and pressure.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Assoc. Prof. Durgin

### **MATHEMATICS 53. Basic Arithmetic.**

This is a refresher course helpful to those intending to teach the subject. Different concepts of number are considered as well as numeration, scales of notation with bases other than ten, regular and short-cut operations for addition, subtraction, multiplication and division, work with decimals, fractions and per cent and methods of checking operations.

Two periods weekly for one and one-half semesters.

3 semester hours credit.

Mr. Wood

### **MATHEMATICS 101. Advanced Calculus with Introduction to Differential Equations.**

This course includes the determination of lengths of curves, areas, volumes, (in rectangular and polar coordinates), improper integrals, changing limits, methods for solution of linear differential equations of the first order as well as homogeneous and exact (including determination of integrating factors, to make them exact), Bernoulli's and linear equations of higher order.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Mr. Wood

## **MUSIC**

Walter Mayo, *Chairman*, Assistant Professor; Marjorie E. Hayward, Instructor.  
Dorothy Ferry, Instructor.

### **MUSIC 3. Music in Physical Education.**

The aim of this course is to review elementary music theory in order that students may have the necessary knowledge to teach in the grades. Special emphasis is given to rhythm work and singing.

Two periods weekly for one semester.

2 semester hours credit.

Asst. Prof. Mayo



**MUSIC 7. Music Appreciation.**

History and appreciation of music are combined with a study of the different forms, from the pre-classical period of Bach and Handel to the modern period. Emphasis is placed upon intelligent listening to music of the various composers, with a knowledge of their nationality, style of writing, contributions to vocal or instrumental composition, and their importance to the growth and development of music.

Three periods weekly for one semester.

2 semester hours credit.

Mrs. Hayward

**MUSIC 21. Music Theory.**

This course includes the fundamentals in music necessary as a background for music methods for elementary teachers, including major and minor keys, with their scales; intervals; the arithmetic of music in simple and compound times; intervals and chromatics; and experience in sight singing.

Three periods weekly for one semester.

3 semester hours credit.

Asst. Prof. Mayo

**PHYSICAL SCIENCES**

T. Leonard Kelly, *Chairman*, Professor; Otis E. Alley, Professor; George A. Weygand, Assistant Professor.

The department has as its main objective the preparation of secondary school teachers of the physical sciences. The courses in chemistry and physics are designed to impress upon the candidate what a physical scientist does, how it is done, and why it happens.

Freshman		Sophomore	
	Credit		Credit
General requirements.....	22.5	General requirements.....	19.5
Chemistry 1a.....	8	Physics 1a.....	8
Mathematics 1.....	6	Mathematics 21.....	6
Junior		Senior	
	Credit		Credit
General requirements.....	18	General requirements.....	22
Chemistry 81 or 82.....	6	Chemistry 81 or 82.....	6
Physics 81 or 82.....	6	Physics 81 or 82.....	6
Mathematics 51.....	4.5	Mathematics 101.....	4.5

**CHEMISTRY**

**CHEMISTRY 1A. College Chemistry.**

This is a course in theoretical college chemistry with emphasis on properties in relation to structure and physical laws.

Three lecture periods and one 2-hour laboratory period weekly for two semesters.

8 semester hours credit.

Prof. Kelly

**CHEMISTRY 23. Introductory Chemistry.**

This course is an introduction to the principles of general chemistry with emphasis on applications in the field of physical education.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Prof. Alley

### **CHEMISTRY 81. Organic Chemistry.**

This course is an introduction to the theory and preparation of organic types. Properties are related to structure. Special emphasis is placed on the chemistry of food and nutrition. Chemistry 1A and Physics 1A with a grade of C or better are prerequisites.

Three lecture periods and one 3-hour laboratory period for one and one-half semesters.

6 semester hours credit.

Prof. Kelly

### **CHEMISTRY 82. Inorganic Analytical Chemistry.**

This is a course in both qualitative and quantitative inorganic analysis. The qualitative employs semi-micro procedures to teach the physical chemistry of solutions and chemical equilibrium. The quantitative includes the principles and practice of both volumetric and gravimetric analysis. Chemistry 1A and Physics 1A with a grade of C or better are prerequisites.

Three lecture periods and one 3-hour laboratory period weekly for one and one-half semesters.

6 semester hours credit.

Prof. Kelly

## **PHYSICS**

### **PHYSICS 1A. College Physics.**

This is a study of the theory of the five major fields of physics: mechanics, heat, sound, light, and electricity, with emphasis on problem-solving as a means of understanding. Prerequisites: one year of college mathematics or its equivalent and one year of college chemistry with a grade of C or better.

Three lecture periods and one 2-hour laboratory period weekly for two semesters.

8 semester hours credit.

Prof. Alley

### **PHYSICS 21. Physical Science.**

This is a lecture and demonstration survey course accenting the cultural and practical aspects of modern science.

Three periods weekly for two semesters.

4 semester hours credit.

Staff

### **PHYSICS 23. Mechanics.**

This is an introduction to the principles of mechanics with emphasis on applications in the field of physical education.

Two lecture periods and one 2-hour laboratory period weekly for one semester.

3 semester hours credit.

Prof. Alley

### **PHYSICS 81. Radiation.**

Selected phenomena from the fields of heat, light, and electricity in which electromagnetic radiation is involved are studied from a theoretical and practical viewpoint. Prerequisites: Physics 1A and Chemistry 1A with a grade of C or better.

Three lecture periods and one 2-hour laboratory period for one and one-half semesters.

6 semester hours credit.

Prof. Alley

## **PHYSICS 82. Electricity and Electronics.**

Theories and practical applications of electrical phenomena in electricity as they apply to both direct and alternating currents are developed from a modern point of view. Some of the basic phenomena of electronics are also included in the course. Prerequisites: Physics 1A and Chemistry 1A with a grade of C or better.

Three lecture periods and one 2-hour laboratory period for one and one-half semesters.

6 semester hours credit.

Prof. Alley

## **SOCIOLOGY**

Rose H. O'Connell, Assistant Professor

### **SOCIOLOGY 53. An Introduction to Sociological Analysis.**

This course aims to acquaint the student with the common core of theory which underlies the limited conceptual schemes of modern sociological research. The case method is used. Basic concepts are learned through actual field reports.

Three periods weekly for one semester.

3 semester hours credit.

### **SOCIOLOGY 103. Senior Seminar in Sociology.**

This is a reading, not a research seminar. The purpose is to acquaint the student with the crucial problems and concepts in modern sociology through extensive reading and discussion.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

## **SPEECH AND DRAMA**

Miriam M. Reinhart, *Chairman*, Professor; Robert Barnett, Instructor.

### **SPEECH A. Speech Improvement.**

At the beginning of the school year the Speech Department holds conferences with all incoming freshmen, and assigns those students needing vocal or articulatory help, to "Speech A" sections. In order to enable these students to receive maximum help at maximum speed, sections do not exceed an enrollment of 6, and meet three times weekly.

The length of the course varies from student to student. As soon as a student satisfies the instructor that he has met "Speech A" requirements, he is permitted to discontinue the course. Permission to "practice teach" during the junior year is not granted until the "Speech A" requirement has been met.

No Credit.

Prof. Reinhart

### **SPEECH B. Training for Speech Helpers.**

Students who (a) express interest, (b) reveal appropriate skills and attitudes, and (c) are willing to give Speech help regularly for at least an eight-week period, are eligible for "Speech B."

"Speech B" meets a minimum of one hour weekly for study purposes, and is supplemented with at least an equal amount of time in which the student gives Speech help to other students.

No Credit.

Prof. Reinhart



**SPEECH 3. Fundamental in Oral Communication.**

Projects in speaking, discussing, and reading orally are geared to developing attitudes, skills, and understandings appropriate for effective oral communication in a democratic society.

Two periods weekly for one semester.

2 semester hours credit.

Staff

**SPEECH 103. Oral Communication in the Classroom.**

Participation in a wide range of oral activities is geared to developing an understanding of, and skills in (a) communicating effectively, (b) evoking effective communication from others, and (c) stimulating creative oral interaction during the "total" teaching-learning process.

Two periods weekly for one semester.

2 semester hours credit.

Staff

**SPEECH 83. School Play Production.**

This course is designed to treat the various aspects of school play production, ranging from classroom to all-school presentations on the elementary or high-school level. It will deal with such problems as selecting a play, casting, directing, lighting, costuming, and designing and building scenery.

Three periods weekly for one semester.

3 semester hours credit.

Mr. Barnett







